Ministry of Education
Ontario

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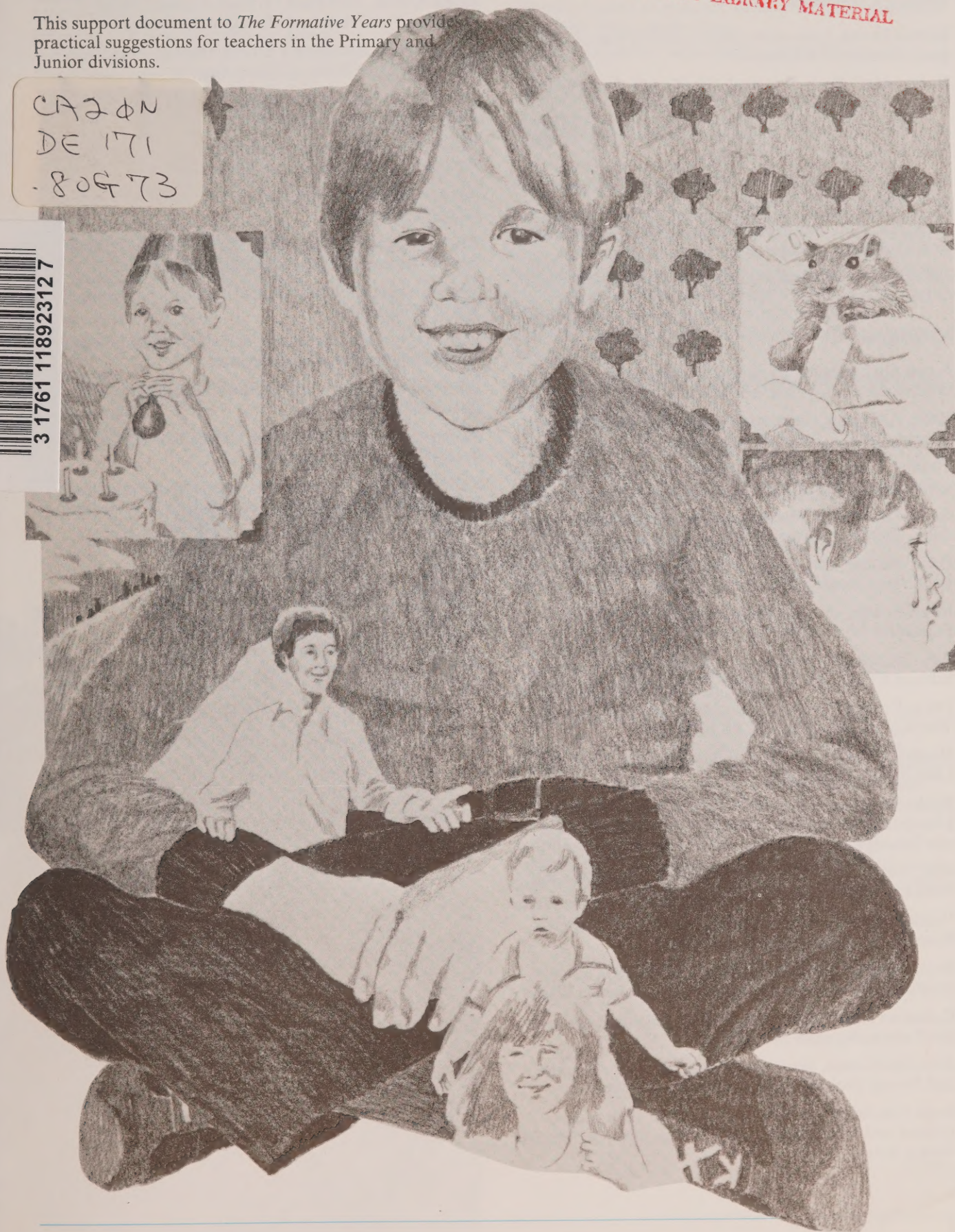
Curriculum Ideas
for Teachers

Government Publications 1980

Guidance

This support document to *The Formative Years* provides practical suggestions for teachers in the Primary and Junior divisions.

Acknowledgements

Contents

Introduction

This document reiterates many points that are an integral part of the educational philosophy outlined in *The Formative Years* and *Education in the Primary and Junior Divisions*. The activities described in this document are designed to assist children to:

– develop a sense of personal identity and an understanding of their own potentialities;

– learn to respect the individuality, rights, and needs of others;

– learn how to relate effectively to others;

– develop and maintain confidence and a sense of self-worth;

– develop career awareness by looking at workers and their interdependence.

Primary and Junior Division guidance is designed to help children understand and learn how to meet their social, emotional, and intellectual needs. Its specific aims are twofold – to promote positive development of the child's potential and to detect and attempt to resolve early difficulties before they become firmly established. It should be an essential part of the total educational experience.

The following are some of the assumptions on which this document is based:

– Each child has the potential to be responsible.

– Each child needs to feel that he or she is competent and needs opportunities to demonstrate this.

– Each child needs involvement in his or her activities.

– Each child needs to be accepted.

– Each child needs opportunities to understand, accept, and respond to his or her own feelings and the feelings of others.

– Each child needs people who are aware of the importance of good interpersonal relationships to the total development of the child.

– Each child needs relationships that are based on warmth, empathy, and genuineness.

– Each child needs to be able to give and receive love.

Guidance at the Primary and Junior Division levels should attempt to personalize the educational process for each child and to ensure that education concerns itself with the development of the whole child. It is now widely accepted that children profit more from learning tasks if their basic emotional and social needs are being met. This document is designed to help teachers identify those needs; it also describes practical activities which can be of benefit to *all* children.

Teachers know from daily observation that children reveal their anxieties through speech and action. Children who are discouraged may say things like:

– "Nobody likes me."
– "Why isn't my work ever on our bulletin board?"
– "Why do other kids pick on me?"
– "Why do I always get blamed?"
– "Why do you always look at me?"
– "Make me!"
– "No, I won't!"
– "Why should I?"
– "I'm a dummy!"
– "I wish I were a boy!"
– "I don't know what I'm going to be when I get older."
– "I'll never amount to anything."

They may express anger and anxiety through actions such as talking back, writing graffiti on walls, fighting, and withdrawing. In attempting to help such children, teachers may wish to supplement their program of classroom activities with one or other of the counselling methods described later.

The classroom activities, which are grouped under five themes, have been developed so that teachers can integrate them with existing subject areas. Although it is hoped that this collection incorporates the main elements necessary to promote the affective and the social development of children, the activities listed here are intended only as examples of the variety of methods that are available to teachers. The five themes are arranged in a sequence that suggests a pattern of development from self-knowledge and self-acceptance towards positive involvement in a wider world. However, teachers should feel free to use activities from different sections concurrently or, indeed, in any order that seems appropriate to a particular classroom situation.

In "Self-Awareness", children learn about themselves, their feelings, their strengths, and their values. A natural extension of this theme is the second theme, "Understanding Others", where children perform activities that foster an accepting attitude towards other people. As their sensitivity expands, children can gain some important life-coping skills from the activities described in "Learning to Relate Effectively to Others".

Research evidence clearly shows a persistent and significant relationship between self-concept and academic achievement.[1] Thus, the activities in "Self-Concept" are designed to help children grow in self-esteem and self-acceptance.

The roots of career choice-making and of "the acceptance of work, thought, and leisure as valid pursuits for human beings"[2] are formed in childhood as children develop concepts of themselves and other people. Activities related to the early stages of career awareness and the interdependence of people are found in "People and Their Work".

Suggestions for evaluating classroom activities follow the activities section and describe evaluative techniques that use words, cards, and pictures. Feedback from the children is essential for immediate evaluation and for subsequent modification of the activity. To meet the needs of the children, it is necessary to update constantly the activities and approaches.

The next section, "Interacting With Children", discusses the need for teachers and counsellors to expand their insight into children's perceptions and behaviour and offers practical ideas for doing so, using the circle meeting and the helping interview. (The techniques described could also be used in parent-teacher interviews.)

The concluding section, "Three Approaches to Counselling", outlines the Adlerian, Glasserian, and Rogerian approaches to counselling children in need of help.

1. William W. Purkey, *Self-Concept and School Achievement* (Englewood Cliffs, N.J.: Prentice-Hall, 1970), pp. 15-27.

2. *The Formative Years*, Ministry of Education, Ontario, 1975, p. 20.

A Note of Caution

Many of the activities that follow involve varying degrees of openness on the part of child and teacher. Such openness, within a climate of trust and mutual respect, can greatly enhance a child's self-confidence and ability to relate to his or her peers. Therefore, sharing of feelings is appropriate, but only, of course, after careful consideration has been given to the readiness of all concerned.

Because it is vital for parents to be aware of the part they play in their children's development, the teacher's aims in offering guidance activities to children must be communicated to and discussed with the parents. From the school's point of view, too, it is essential that parents understand and support the school and classroom guidance program. Before initiating any of the activities described in this document, therefore, teachers should inform parents of the general goals of the guidance program and the objectives and nature of the specific learning activities. It may be useful to remind parents that the guidance activities described here are not something new for Kindergarten to Grade 6 children. Good classroom teachers have always encouraged students to develop a positive self-concept, good relationships with fellow students, and an awareness of the world of work.

The school principal plays a crucial role in providing a guidance program for children. If the principal demonstrates a genuine interest in and commitment to the program, its effectiveness is enhanced.

Classroom Activities

Because of the wide variations in the interests and abilities of children, no age or grade level is indicated for the activities that follow (although they are presented here in approximate order of sophistication). Each teacher is expected to make a decision to use, reject, or modify an activity in terms of its appropriateness for the children involved.

Self-Awareness

1. About Me
Purpose
To make each child increasingly aware of his or her individuality.

Procedure
Over a number of days, the child compiles material for a booklet of several pages, to be called "About Me". The pages could include: a self-portrait; a snapshot of the child; thumbprints and fingerprints; samples of work in a favourite subject; a talent or "hobby" page; and a list of favourite things.

The children share the booklets with each other and/or take them home for discussion on a "special day". The booklets may also be displayed on parents' night.

Additional Activity
The children develop picture or word collages "About Me".

2. Take "Me" Home
Purpose
To help children become aware of their physical characteristics.

Procedure
Each child traces the head of a partner on brown mural paper. Each child then tapes the outline of his or her own head on the bulletin board or wall. Time is allowed so that the children can add to their silhouettes such details as facial features and colour.

The children can be asked to identify each outline by name. The identification of each child's outline must be made by selecting at least one characteristic from the outline. The emphasis is on positive rather than negative physical qualities.

Each child takes his or her "Me" home.

Additional Activity
Each child makes a collage right on his or her silhouette. The teacher asks for volunteers to tell the class why they put certain items on their collages.

3. I'm Happy

Purpose

To help children identify the feeling of happiness and become aware of how events and people may contribute to that feeling.

Procedures

a) Students display pictures of happy faces. Each one chooses a picture and imagines what caused the happiness portrayed.

b) Each child receives two cards bearing the statements:

– "(Person's name) would make me the happiest person in the world if (he/she)... "

– "I would make (person's name) the happiest person in the world if I... "

Children fill in the blanks on the statements. The teacher asks for volunteers to read their statements aloud for the class to discuss.

4. The Case of the Missing Child

Purpose

To help the children see that each child has a unique personality.

Procedure

One child is selected to be a police officer and one child to be a parent. The "parent" describes a fellow pupil who is presumed to be lost. The "police officer" finds the child on the basis of this description. Then the "parent" becomes the "police officer", the "missing child" becomes the "parent", and the game continues.

The teacher tries to get the "parents" to focus on behaviour and personality rather than physical characteristics in describing their children: "My child likes to talk, is a fast runner, laughs a lot", and so on.

5. "Speaking" Through My Body

Purposes

a) To use the act of expressing feelings through physical movement to help children become more aware of their own feelings.

b) To stimulate children to explore physical movement as a form of creativity.

c) To teach children to use physical expression as a form of communication.

Procedure

The children discuss the feelings suggested to them by pictures of dancers and their bodily expressions.

To the accompaniment of music, children devise movements to suggest how the music makes them feel.

The teacher and children choose records or music that express happiness or anger. Music which suggests fluctuating moods may also be chosen, so that the children can expand their "vocabulary" of physical movements by listening for and interpreting transitions in the music.

Volunteers, singly or in pairs, create a dance which they perform to selected music. The class guesses what feelings the dancers are expressing. This activity can be linked to the children's physical-education program. Discussion can centre on such questions as: Is the body a good instrument for expressing and communicating our ideas and feelings? What can we tell others with our bodies?

6. Wishful Thinking (This activity might be good preparation for explaining "illusions" in "Both Sides Now", page 9.)

Purpose

To help children learn that their wishes can tell them something about themselves.

Procedure

Each child imagines that he or she has been given a wish that will come true. These wishes are written on individual slips of paper and collected. It is not necessary for the children to identify their wishes. The wishes are then classified using appropriate headings, such as: fame, wealth, friendship.

The teacher puts together a chart indicating the various types of wishes that have been made, and the children discuss the following questions:

– Would you be happier if your wish came true?

– Which wishes are more likely to come true?

– Why are certain kinds of wishes more common than others?

– How can we make our wishes come true?

– What do your wishes tell about you?

7. Once I Was Afraid ("The Man Next Door", page 8, might be usefully related to this activity.)

Purpose
To help children understand and cope with the feeling of fear.

Procedure
The teacher asks the children to imagine themselves in the following situation:

> It is against school rules to leave the schoolyard to retrieve play equipment that goes out of bounds. One day, however, you lose your ball in the street and there are no passers-by to get it for you so you decide to break the rule and go after it yourself. As you are crossing the street a driver is forced to brake very suddenly to avoid hitting you. The driver is so upset that he or she reports you to the principal. Not only were you nearly in an accident, but also you were caught breaking the rules and have to go and explain to the principal.

Children express how they would feel about this situation in whatever medium – writing, drawing, speaking – seems appropriate. They talk about the difference between the two kinds of fear – the fear of physical danger and the fear of the interview with the principal. They can then consider other situations where fear is a normal feeling and tell the others about their personal experiences.

Additional Activity
The children imagine the situation from the point of view of the driver and/or of the principal. They can also discuss how the body reacts to our fears. For example, the heart rate increases, adrenalin is added to the blood stream, and breathing is accelerated.

8. The Real Me
Purpose
To help pupils realize that frequently others do not see us the way we see ourselves.

Procedures
a) Pupils discuss some of the causes of conflict among themselves. The teacher should help them discover that one major cause of problems is a lack of understanding of each other.

b) Pupils make name tags for themselves on which they put their names and five words (an emotion, an animal, a beverage, a cartoon or fictional character, and an inanimate object) that they feel help to define their personality and/or their likes and dislikes. Small groups discuss the self-descriptions suggested by the words on the name tags.

Additional Activity
Pictures are cut from magazines as a substitute for the words on the name tags.

9. Who Am I?
Purpose
To help children clarify their views of their own talents, behaviour, and expectations by comparison with other people's perceptions of them.

Procedure
Each child folds and tears a blank paper into four, six, eight, or ten pieces. On each piece of paper the child draws or writes one thing that he or she does well or feels good about and then places the papers in order of importance.

The children discuss their papers in small groups or with the whole class.

Each child's papers are placed in order of importance by a partner. Differences are discussed.

Children then reorder their papers on the basis of opinions they think might be held by others – friends, sisters and brothers, parents, and other adults.

Understanding Others

1. Likes and Dislikes
Purpose
To help children recognize that tastes and opinions may differ.

Procedure
The teacher establishes likes and dislikes in the class through questions such as "Raise your hand if you like ice cream" (or the colour blue, camping trips, going to the Exhibition, alarm clocks, or doing the dishes).

The room is then divided into three zones: the "like" side, the "dislike" side, and a neutral zone in between. As each question is asked, the children move to the zones that represent their preferences. The children are invited to make known the reasons for their decisions. The differences in preference may be highlighted by the teacher.

Additional Activity
Children make a chart to illustrate variations in response to a question.

2. The Line-Up
Purpose
To help children notice and understand non-verbal communication.

Procedure
The teacher marks out an area on the floor to represent the space in front of a check-out counter in a supermarket. Five or six children then pantomime behaviour in the line-up at the check-out counter that would demonstrate:

– a helpful person

– a "don't crowd me" person

– a "pushy" person

– a timid person

Other students identify the characteristics being pantomimed and the kinds of non-verbal communication associated with each type of person. The role players discuss how they felt in the part they were playing.

Additional Activity
The same technique is applied to an imaginary school bus or playground.

3. May I Keep the Kitten?
Purpose
To stimulate children to explore the reasons why people have different reactions to the same situation.

Procedure
The teacher asks the class to imagine the following situation: "A small fluffy kitten follows you home from school. You would like to keep the kitten."

The children demonstrate what happens when the family is told about the kitten, using sock puppets to represent the members of the family. The feelings of each family member are discussed and the children observe the differing feelings expressed. The children should be encouraged to explain variations in response.

4. Feelings
Purpose
To help children see that people may have different responses to the same idea.

Procedure
The class selects a theme. It could be one of these:

– One of the best things that ever happened to me...

– One of the most frightening things that ever happened to me...

– One of the funniest things that ever happened to me...

– One of the most important things that ever happened to me...

The children respond to the chosen theme with, for example, a short story, a list of words, a dramatization, or a drawing. Each child then is given a chance to express his or her feelings about other children's stories, word lists, "playlets", or drawings. In discussion, the teacher helps the children to become aware of the different feelings that people may have about the same type of situation or event.

5. I Had a Bad Day
Purpose
To help children understand both their own and other people's feelings when things go wrong.

Procedure
The children suggest the things that could possibly go wrong during the course of a day. For example:
In the lives of children

– A boy loses his bus fare home.

– A girl borrows her sister's skates and then leaves them at the arena, where they are lost.

– A child is late on the day of a class outing and gets left behind.

In the lives of adults

– A bus driver's bus has a flat tire.

– A painter is told to paint the wrong house.

– A teacher sleeps in and is late for school.

– A woman loses her winning lottery ticket.

The children explore the feelings of the person in each situation and discuss questions like the following:

– Is there a remedy?

– Would the remedy change the person's feelings?

Additional Activity
The children choose parts and act out some of the situations.

6. The Man Next Door ("Once I Was Afraid", page 7, might be usefully related to this activity.)

Purpose
To help children gain a better understanding of people outside the family circle.

Procedure
The children either take the parts themselves or use puppets to present the following situation:

> There is a man who lives next door to you. Sometimes he is cross, but he did give you some candy and a book for your birthday so you know he likes you. One day you and your friends are playing ball on the street and you accidentally break his front window.

The children develop a play about what will happen next. They talk about the feelings of those involved in this drama.

Additional Activity
Some of the children write a note to the man in order to explain what happened. Others reply to the notes as if they were the man whose window was broken.

7. Unhappiness Is...

Purpose
To help children share their ideas about unhappiness and to promote the awareness that everyone is unhappy at times.

Procedure
Children consider and discuss questions like the following:

– Do you think most people are generally happy or unhappy?

– How about you? Are you happy most of the time, some of the time, seldom, or never?

– What are some ways people act when they are happy or unhappy about something? What works best for you?

– There are many reasons for unhappiness. What are some?

– People deal with unhappiness in different ways. Can you think of examples?

– Did you ever know someone who had many troubles yet seldom let these problems get him or her down?

– It is said that loneliness is often a cause of unhappiness. Why do you think this could be true?

– Are there ways in which people show that they are lonely besides saying so?

– If we notice someone who appears to be very unhappy or lonely, what might we do about it?

8. In Another's Shoes[3]

Purpose
To help increase children's sensitivity to the fact that people differ from one another in many ways.

Procedure
The teacher sets up a display of children's books that focuses on experiences and/or situations not common to all children in the class – for example: moving, being an immigrant, having a working mother, being part of a single-parent family, being adopted or handicapped or orphaned, living with foster parents, etc. Children are encouraged to add to the display or talk about an experience or situation that interests them.

Some children might ask their families to identify something they think no Canadian-born child will have seen. They illustrate and/or describe it for the other children, who then try to guess what it is.

The teacher shows a short film, leaving off the projector lamp so that the children hear the soundtrack only. The children discuss what they imagine is happening on the screen. The film is then shown complete with both sound and image. The children discuss how much they lost by not being able to see the images.

The children discuss how they would try to describe colours to a blind person. Would they do it by analogy with temperature? With sound? With taste? With touch?

The teacher shows a short film without the soundtrack. The children are asked to write or suggest dialogue for some sections; then differences among individual children's perceptions of the same scene are discussed. The film is rerun with the soundtrack.

Additional Activity
The teacher reads a shortened version of a story such as *The Prince and the Pauper*. The children describe how they think they would feel if they were Inuit children who changed places with children from the desert, or children who were good at sports who changed places with children who were not. Canadian-born children could be asked to talk about how they would feel if they had to live in the country described by a classmate who has knowledge (either first-hand or from parents) of life outside Canada.

9. "Both Sides Now" ("Wishful Thinking", page 6, might be good preparation for defining the "illusions" discussed in this activity.)

Purpose
To help children learn to look at both sides of situations and conflicts.

Procedure
After listening to a record of the Joni Mitchell song "Both Sides Now", children discuss the meaning of the word "illusions" and what Joni Mitchell is saying about clouds, love, and life.

If the children have difficulty, the teacher might suggest that Joni Mitchell used to look at clouds, love, and life very imaginatively and, sometimes, impractically. But over time her experiences have taught her to look at "both sides" and to look at them realistically. The children might hear more nuances of meaning the second time they listen to the song. They might try to recall an occasion when at first they saw only one side of a situation or conflict and later learned that there was another side. They could be asked to suggest situations where it is very difficult to understand both sides.

Additional Activity
The class and teacher might also base their discussion on the articles published in a number of different newspapers and magazines about the same event or subject. This might illustrate the variety of perspectives it is possible to have on a single topic.

3. Adapted from *Multiculturalism in Action*, Ministry of Education, Ontario, 1977, pp. 9-10.

Learning to Relate Effectively to Others

1. Faces
Purpose
To promote sensitivity to the feelings of others.

Procedure
The teacher draws the following three faces on the chalkboard.
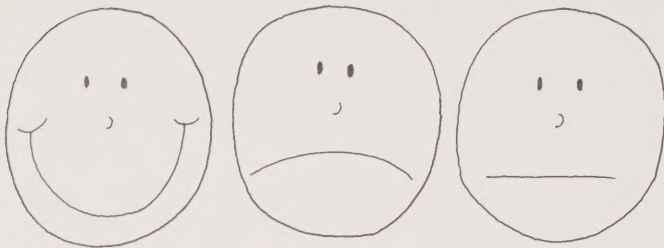
The children point to the faces that express how it feels to:

– be left out of a game;

– have people laugh at your mistakes;

– have someone tell you that you've done a good job;

– have people frown at you (or smile at you);

– have a friend share something (such as a chocolate bar or some interesting news) with you.

The teacher helps the children to talk about the feelings that the questions elicit.

2. How We Make and Keep Friends
Purpose
To help children develop the skills they need to establish and maintain good relationships with others.

Procedure
The teacher plays a tape-recording that illustrates two approaches to making friends. Two people are talking. First the children hear a voice that is warm, friendly, interested, and caring; then a voice that is loud and insensitive.

The class discusses such questions as:

– Which of the two would you like as your friend? Why?

– How did you feel towards the first person? The second person?

– What didn't you like about the second person?

– How could he or she have done a better job of trying to make friends?

– What did you like about the way the first person made friends?

The children then act out scenes showing some positive ways of making and keeping friends.
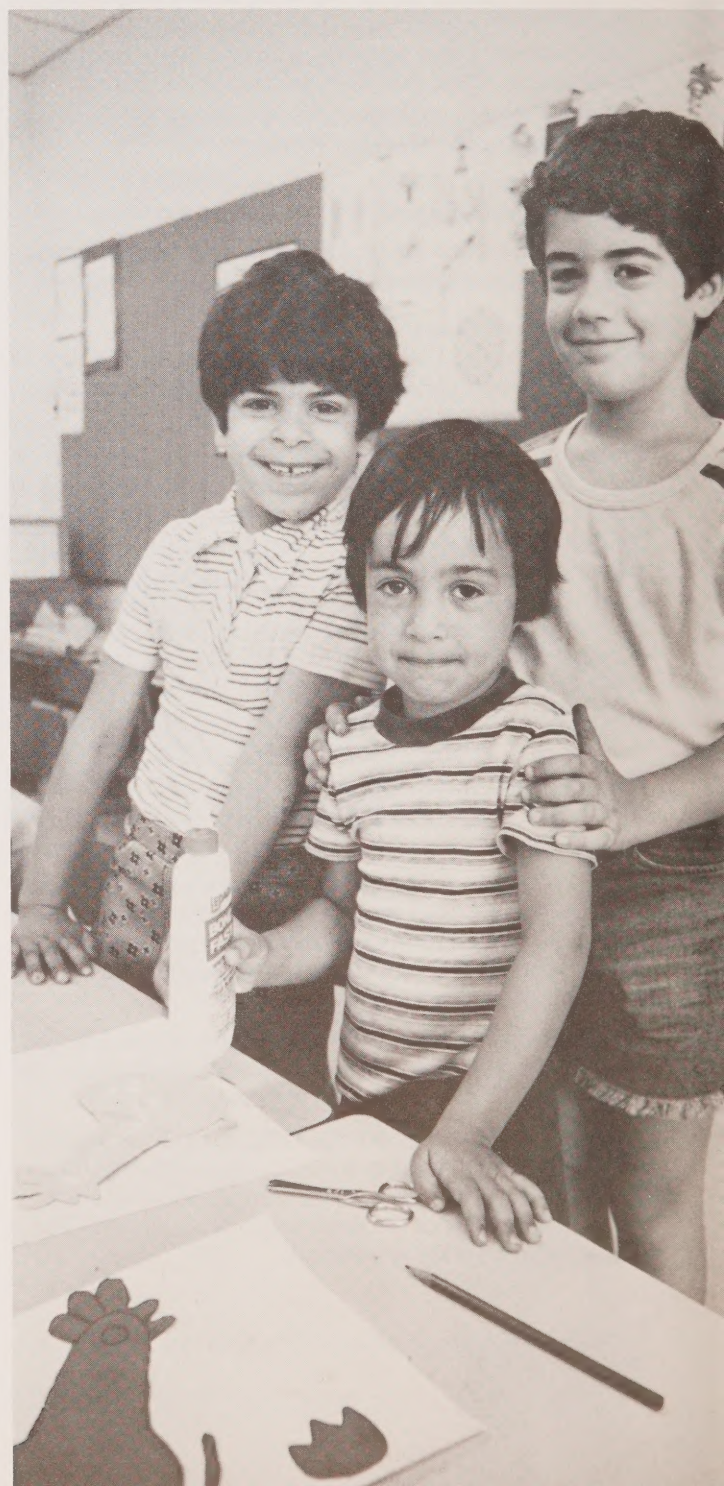
3. Let's All Pull Together

Purpose

To help children recognize that some things can be done better by people working together than by a person working alone.

Procedure

The teacher shows the class several pictures of children sharing and working together to achieve a goal. Each member of the class then thinks of something he or she must do (or wants to do) that requires help from another person.

Each child tells or writes a story that indicates how he or she is going to achieve the goal or complete the task.

In the story, the children mention those who will help and how they will help.

Additional Activity

The children bring in toys that must be operated by more than one child or games for more than one player. The children discuss the kinds of co-operation required.

4. How Do I Tell Them?

Purpose

To help children see the benefits of bringing a positive approach to situations that they want to change.

Procedure

The children act out scenes in which they tell someone:

– to stop bothering them;

– to help them complete a job;

– that he or she is not co-operating.

After discussion, the role-playing can be repeated in order to use approaches that are more appropriate and positive.

5. Would I Give *Anything* to Belong?

Purpose

To help children understand and maintain their own values and beliefs, if they are committed to them for good reasons, in spite of peer-group pressure to change.

Procedure

The teacher describes a situation with potential for conflict. For example:

> The leaders of a group you want to belong to tell you that they are planning to pick a fight with some smaller children on the way home from school. They encourage you to join them. You know this isn't fair, but you may never get another chance to make friends with the group you admire.

Discussion can focus on the following questions:

– What choices do you have?

– What are the consequences of each choice?

– How does this situation affect others in society and you in particular?

Additional Activity

The teacher and children can explore such questions as:

– How do you feel?

– Why do you feel this way?

– How might the others feel if you don't join in? Why?

6. Sharing Responsibility

Purposes

a) To help children gain experience in sharing ideas.

b) To help children see that in any group endeavour each child bears part of the responsibility for the project's successful completion.

Procedure

Before starting the activity, the teacher leads a discussion about the sharing of responsibility that is already part of the classroom routine. For example, children complete the seatwork that the teacher has assigned, they keep their desks tidy, they answer questions, and they help to keep the classroom neat.

The children select a theme (perhaps related to the season or to a topic currently of interest to the class) as the basis for a mural to be done co-operatively.

Children work in groups, each of which takes responsibility for depicting some aspect of the theme. Emphasis may be placed on the fact that creation of the whole mural depends on the children's ability to combine their separate efforts.

Discussion might be based on questions like the following:

– What examples can you give of things that went well in your group?

– What were some of the problems you encountered? How did you solve these problems?

– How did your own experience with the project make you feel about co-operative efforts in general?

Additional Activity

In discussion, children can suggest jobs and activities that require people to work together. Some examples might be: students keeping the classroom tidy, a family preparing for a vacation, a football team playing a game, firefighters battling a fire, construction workers building a school.

7. Are You Listening to Me?

Purpose

To help children learn to listen more carefully and to show them that listening is an active, not a passive, task.

Inner circle — Outer circle
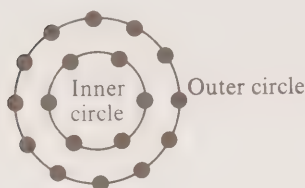
Procedure

The teacher asks the children to sit in a circle. The teacher explains the purpose of the activity, and then asks for six volunteers to sit in an inner circle. The teacher then explains that those in the outer group will act as observers, but will have an opportunity to sit and participate in the inner circle later on in the activity.

Initially, the teacher sits in the inner circle as a participant and says: "My name is... and I like..." (the teacher identifies a particular activity or object that he or she likes).

The pupil sitting to the right of the teacher now gives his or her own name and mentions an activity or object that he or she likes. This pupil must then repeat the name of the person sitting on his or her left (in this case the teacher) and must mention the activity or object that was identified by that person.

Each child in the inner circle repeats this procedure, giving his or her own name and preference followed by those of the person on his or her left, until everyone has had a turn. When all the children in the centre group have had turns, six other children are chosen from the outer circle to replace those in the centre. The children who moved from the centre to the outer group become observers.

When each child has had a turn in the inner circle, the teacher encourages the children to comment on whether it appears easy or difficult to be a good listener and to think of ways in which they can improve as listeners.

8. People Are the Same in Many Ways[4]

Purpose

To help children understand that boys and girls have many things in common – likes and dislikes, hopes and fears, and experiences of success and failure.

Procedure

Without any preliminary discussion the children write paragraphs on such topics as: "I like being a girl", "I like being a boy", "If I were a boy...", "If I were a girl...". When the children have finished writing, a volunteer reads his or her paragraph aloud, and the children discuss it. Questions raised by the teacher may be along the following lines:

– What things are liked (disliked) by *both* girls and boys?

– Should these things be changed? If so, how?

– In what ways do children think their lives would be very different if they were of the other sex?

– Are there some things that all people like?

With the children's permission, the teacher reads some parts of the essays aloud without revealing the sex of the authors. The children try to guess whether the author is a boy or a girl. The teacher encourages them to support their answers with reasons.

Additional Activity

Students develop booklets with titles like "My mother can...", "My father can...", "My aunt can...", "I can...". As children grow in awareness and acquire new insights that they wish to record, they should be encouraged to take a few minutes to do so. From time to time, the teacher examines the booklets and discusses with the children the activities and tasks that are performed by both mothers and fathers, and by both girls and boys.

9. Names[5]

Purpose

To help children understand that each person's name is an important part of his or her personal identity and also testifies to that person's cultural roots.

Procedure

The children co-operate in planning a "names" project which might include activities such as the following:

– making a collection of surnames and first names on tape, with children contributing their own names the way they like to have them pronounced;

– discussing any special reasons why children's given names were chosen for them;

– using library resources, including newspapers, to research both the origins of names and naming patterns and practices in different cultures;

– making up simple crossword puzzles using the children's names and their meanings;

– making a collection of name verses, such as "Mary, Mary, Quite Contrary", and inviting children to contribute verses and songs that involve names from other cultures;

– discussing nicknames as expressions of affection, and having children translate one characteristic they like about a classmate into an invented nickname for him or her.

4. Adapted from *Sex-Role Stereotyping and Women's Studies*, Ministry of Education, Ontario, 1978, p. 11.

5. Adapted from *Multiculturalism in Action*, Ministry of Education, Ontario, 1977 p.4.

10. The Echo Game[6]

Purpose

To help children learn that listening is an active not a passive task.

Procedure

This activity can be carried out by a class in any seating arrangement, although it will provide a more valuable experience if the children take turns sitting in inner and outer circles with those in the inner circle acting as participants, those in the outer circle as observers.

The teacher starts a discussion on a topic of special interest to the class. Older children might enjoy discussing current events or spectator sports. Younger children might prefer a discussion about pets, hobbies, or outings.

After the discussion is under way, the teacher interrupts and tells the children that, before anyone speaks, he or she must first repeat what the previous speaker has said to that person's satisfaction.

The observers are instructed to keep a record of the number of participants who give accurate accounts of what the previous speakers have said and to try to discover if the participants are actually listening to each other.

When the discussion is over, participants and observers exchange places and repeat the process.

After the activity, the children discuss briefly how different individuals respond to the echoing rule.

6. *10 Interaction Exercises for the Classroom* (Washington, D.C.: National Training Laboratories (NTL) Institute for Applied Behavioral Science, 1970).

Self-Concept

1. Child of the Week

Purpose

To help children become sensitive to both their own and their classmates' uniqueness as individuals.

Procedure

Each week one child is given exclusive use of a small bulletin board and a table. Names can be drawn or selected on any basis chosen by the class so that those children who have to wait a long time to be the "child of the week" will not feel this is the result of any unfairness.

The child decorates the table and the bulletin board with his or her favourite colour, hat, book, toy, hobby, picture, poem, song, picture of a sports hero, etc., and displays it for a week. At some point during the week, time is given to the student to talk about the display and to allow others to make positive comments about it. During the week, some of the child's school work is added to the display.

Additional Activity

Towards the end of the year, the teacher prepares for each child a "graduation diploma" which relates specifically to personal development rather than academic achievement. For example, the teacher could write: "This diploma is awarded to Judy for helping other children with their arithmetic"; or "This diploma is awarded to Peter for being such a good sport when playing games, even when his team loses." This activity could be part of a year-end party.

2. What Have I Done? ("Helping Hands", page 15, might be usefully related to this activity.)

Purpose
To help children discover what they have accomplished and can accomplish.

Procedure
The children name activities they can perform now that they could not when:

– they were three, four, or five years of age;

– they started school, either in kindergarten or, for older children, in September of the present year.

The children talk about their accomplishments now and their own feelings about their advances. They make notes about what they have said and seal them in envelopes which the teacher collects and files.

This activity may be repeated at a later date and children may compare the results with the statements they recorded on the first occasion.

An excellent introduction to this activity is the song "I Have Confidence in Me" from *The Sound of Music*.

3. My Personal Journal
Purposes
a) To help children learn to express their feelings about themselves, other people, and the world around them.

b) To provide a means by which the children can share these feelings with their teacher.

Procedure
The teacher distributes workbooks in which children may express their feelings about any matter through writing, sketching, copying a poem, and so on. Children might be asked to try to complete one or two pages a week, depending on their capabilities. Instead of assigning a specific time for this task, the teacher encourages each child to take the responsibility for deciding when to work on the journal.

Teacher and children draw up a list of possible subjects. The list (which may be added to at any time) is posted to provide ideas for children having difficulty in selecting topics on which to write.

Only the teacher may read the personal journal, unless the child gives specific permission to another person. The teacher never quotes from this example of a child's writing unless the child gives approval. However, the teacher might find that the information provides clues for selecting class activities, choosing the agenda for circle meetings, and conducting the personal interview.

4. I Scored a Goal
Purpose
To help children learn to set realistic goals.

Procedure
The children place on the bulletin board a sketch representing one end of a hockey rink, including the goalkeeper's net. Each child writes a personal goal on a card shaped like a hockey puck, which he or she places on the rink. Teachers should assist children in devising fairly short-term and attainable goals (for example, "I resolve to get 20 per cent more mathematics questions right this week," *not* "I resolve to get perfect in mathematics by the end of the year"). After the goal has been reached, the child places his or her card inside the net.

The activity is preceded by a discussion either with the whole class or with small groups. Some suggested topics are:

– setting attainable goals

– barriers to reaching goals

– evaluating the process of attaining goals

5. I Am Likeable
Purpose
To provide experiences through which children may feel accepted.

Procedure
The teacher encourages buddy relationships in which children help and are helped by other children.

The children think of examples of situations where they could give and receive help.

The teacher could encourage the children to talk about how they feel when they are accepted and how they can help other people to feel accepted as well.

6. Brainstorming
Purposes
a) To increase children's awareness of and confidence in their own creativity.

b) To help students learn how to brainstorm.

Procedure
For this activity, the teacher needs to have on hand a rubber band or a nail or a ruler.

The teacher starts a discussion about "creativity" in which an attempt is made to define it. The children describe things they have done that show creativity and talk about the creative activities – whether modest or striking – of other people. Two common barriers to creativity – the tendency to stop thinking too soon and the tendency to evaluate too quickly – may also be discussed.

The teacher asks the children to think about the practical uses of creativity. For example, the teacher might say: "Think of times when you might need a lot of good ideas. Why might it be important to be able to think of many new ideas or several ways of doing something?"

Brainstorming can then be described as follows:

> Brainstorming is a method that people use to generate or think up creative ideas. For brainstorming to be effective, two rules must be observed. First, the participants try to come up with as many ideas as possible. Second, they are careful not to criticize any idea that is offered.

The teacher then holds up a rubber band, stretches it out, and says, "Here we have a rubber band. Let's think of as many ways to use it as possible." If necessary, the teacher helps students get started by saying, "We could use a rubber band to wind up a model airplane propeller, or as a bookmark. How else could we use it?"

All responses are encouraged and listed. Criticism of ideas is discouraged with the reminder that all ideas are acceptable. The list, therefore, will be long.

After the list has been compiled, the children shorten it by keeping only the ideas that they feel are the most important ones.

This activity can generate discussion and it can, on subsequent days, be applied to crayons, a hammer, buttons, an eraser, a paper clip, a paper serviette, a ruler, a sheet of paper, a drinking-straw, a mousetrap – or any combination of these.

Once children see that ideas should not be screened prematurely, and once they catch on to the idea of brainstorming, they usually succeed in offering a number of original ideas.

7. I'm in the News!
Purpose
To help children value their own unique skills and interests.

Procedure
The teacher asks the children to use a large blank sheet and think of it as a newspaper. They divide the sheet into various sections and write articles or draw cartoons using the format of a large newspaper as a guide.

The publication could include:

– current events (recent events in which they were involved)

– feature stories (hobbies, interests, and TV programs they enjoy)

– the comics (humorous things that happened to them)

– sports (games or activities they play and/or watch)

– editorials (their opinions about different topics)

– classified ads (things they want to acquire or trade, or things they have lost)

Some of the articles submitted could be read and discussed, and the "newspapers" could be posted.

8. Planning Ahead
Purpose
To help children realize the importance of planning in order to finish a job.

Procedure
Each child writes:

– a task statement about a job to be done

– an action plan for how to complete the job

– an evaluation statement about how to judge the results

Some tasks children have suggested are:

– completing an assignment

– preparing for a camping trip

– completing chores at home

– planning a party

In small groups, children discuss the tasks, action plans, and evaluation statements, and suggest ways to improve efficiency.

People and Their Work

1. Helping Hands ("What Have I Done?", page 14, might be usefully related to this activity.)

Purpose
To focus the children's attention on what they can do now and to help them explore what they may want to do in the future.

Procedure
The children trace the outlines of their hands on paper. These silhouettes are "helping hands".
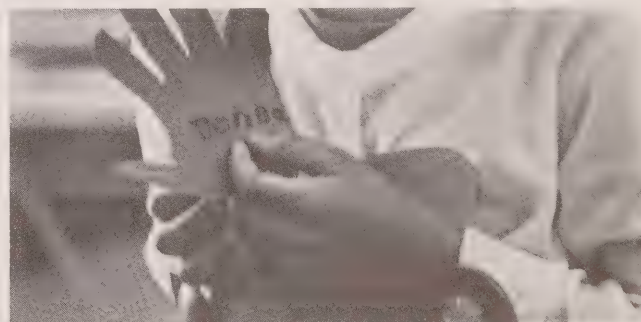
The children then consider questions like the following:

– How do these hands help friends, mother, father, sister, brother, and neighbours?

– How do these hands work at school?

– How do some adults you know use their hands at work?

– What do you want your hands to be able to do some day?

2. People Need People

Purpose
To help children recognize that most jobs require the co-operative effort of many people.

Procedure
Children look at pictures of workers who have to work co-operatively. Examples might be: a hydro crew, a group of firefighters, a professional hockey team, a ballet company.

In discussion, the children consider what each group is trying to accomplish and answer these questions: What does each member contribute? Why must they work together?

Additional Activity
The children illustrate (either with their own drawings or with cutout pictures), write, or tell a story about a worker they know (or want to know) who works in a group.

3. Moon Colony

Purpose
To give children an insight into the occupational composition of communities.

Procedure
Plans are being made to establish a new colony on the moon. The space ship will accommodate the pilot and seven other people. The children select seven people from different occupations who would be most helpful in establishing this moon colony. The children might consult in small groups about what selections to make.

Additional Activities
a) Each week the children work on a brain-teaser question about occupations or workers. For example, they are asked to name one worker for each letter of the alphabet.

b) The children make a flow chart of all the workers who assist one particular worker (for example, a pilot, a doctor, a teacher) using arrows to show how the workers depend on each other. They then discuss what would happen if one worker did not do his or her job well. The teacher can also ask them to consider the question: "How does this relate to the classroom or group situation?"

4. When I Grow Up

Purpose
To help children become more aware of the future relevance of present school learning.

Procedure
The children draw a picture (or select one from a magazine or newspaper) that shows what they would like to be when they grow up. Each child displays his or her picture, and the other children suggest school activities that will lead towards this goal.

After all the pictures have been shown and commented on, further discussion is encouraged. The variety of ideas presented by the children may produce new insights which discussion can elicit and clarify.

5. Gee! I Didn't Know That!

Purpose
To help children recognize that many different types of workers are involved in the production of familiar objects.

Procedure
The children name articles they or their parents have purchased recently: jug of milk, loaf of bread, chair, refrigerator, car, notebook, pencil. One or two items are selected from the list of suggestions. Information about them is obtained from books, magazines, films, or interviews with people involved in producing or marketing the items. The origin of the articles can be traced and the jobs involved in their production noted. The children can develop charts to illustrate the various steps in production and the different workers required at each stage.

This activity could be tied into the social-studies component of the children's program.

6. Everyone Talks About the Weather

Purpose
To help children become aware of the relationship between weather and work.

Procedure
The four seasons are listed on the chalkboard and the class suggests work that must be done in each season. For example:

– laying asphalt for roads (summer)

– harvesting grapes in the Niagara region (autumn)

– snow ploughing (winter)

– planting crops (spring)

The children list jobs that are not dependent on seasons, but must go on all year. Examples include delivering mail and repairing hydro lines.

In discussion, the children consider such characteristics of seasonal jobs as hours (often very long) and pay (doesn't arrive all year round). They could then discuss what jobs they would like to do on a stormy day or on a sunny day.

7. People at Work[7]

Purpose
To help children understand that boys and girls (or men and women) have similar aspirations and capabilities.

Procedure
Each child fills in the "People at Work" form as follows:

– In each column the child lists the occupations of people he or she has seen in real life or on television, or has read about in books.

– The teacher transfers the information to a single chart on the board and then deletes the occupations common to each column. The class discusses the remaining occupations from the point of view of whether or not both women and men can pursue them in today's society. (This can be an oral exercise with young children.)

7. Adapted from *Sex-Role Stereotyping and Women's Studies*, Ministry of Education, Ontario, 1978, p. 12.

People at Work

Male   Female

_____

_____

_____

_____

Additional Activity
The class uses the statement "When I grow up I will…"
as the starting point for dramatizations by individual stu-
dents. Children discuss any differences and similarities
they notice in the aspirations of boys and girls.

8. I Get the Message
Purpose
To help children identify workers who help us communi-
cate with each other.

Procedure
For younger children "communication" might be
illustrated by examples such as:

– "I talked to my grandmother on the phone last night."

– "I read the newspaper after I helped my father with the
dishes."

– "We received a letter from my aunt in Vancouver yes-
terday."

– "I can watch television when my chores are finished."

The children identify the workers involved in one or two
of these major means of communication.

Additional Activity
The children visit a newspaper office, a radio or TV sta-
tion, or a telephone exchange. They interview a person
who works in the communications field, asking questions
such as "What do you like about your job?" or "How did
you prepare yourself (education, training) for your job?"
Parents who work in the area of communications may
also be invited to talk to the class.

Evaluation should be a continuous process. It may be a
simple spot check with the intention of assessing one par-
ticular activity, or it may involve the use of several tech-
niques for measuring the program's overall effect and/or
the progress being made towards attaining a particular
long-term objective.

Teachers may wish to develop their own techniques for
obtaining information on the effectiveness of particular
activities. Even such simple materials as picture scales
and adjective, noun, or statement lists may prove useful.
If it seems appropriate, the teacher may wish to use these
materials on a *before* and *after* basis to find out if there
has been any change in response as a result of an activity
or a series of them. Some examples of evaluative tech-
niques follow.

Picture Scale
The following picture scale is used to find out how chil-
dren feel during or after a guidance activity. The children
circle the check mark under the picture that best repre-
sents their feelings, as shown:

Information of this kind, either from an individual child
or from a group of children, provides a rough insight into
students' feelings about an activity.

Word Bank
A word bank is a box that contains about seventy small
cards. Twenty of them are blank; on the rest are printed
such words as: happy, OK, poor, good, wow, liked, didn't
like, unhappy, great, not so good. Each word should be
repeated often enough so that children can express their
feelings even if there is near unanimity of opinion. Blank
cards can be filled in by those who can't find the word
they want.

Children then place the cards on the chalk-eraser ledge at
the bottom of the chalkboard. Both the teacher and the
class now have a reading of the group's feelings about the
activity. This reaction can be used immediately by the
teacher for a discussion about why the activity got the re-
sponse(s) it did.

Colour Cards
At the conclusion of an activity, each child is given one
yellow, one black, and one red card with which to express
his/her opinion on the activity. The yellow card is held
up for approval, the black card for a neutral reaction, and
the red card for disapproval or dislike. When the cards
are distributed, the fact that it is the children who make
the choices in this activity should be emphasized. It is
hoped that, over a period of time, the children will learn
to recognize that when they select a card they are as-
suming responsibility for the way they participate in the
activity. Cards can be used after an activity as a basis for
discussion.

The Triangle

Each student has a cardboard triangle and a small square of coloured paper. The triangle is marked in this manner:

I can
handle it.

I need help.   I don't
                    want to.
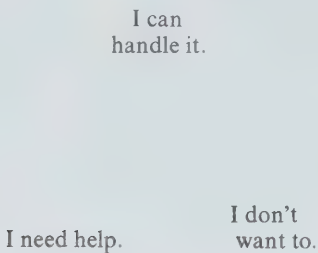
Children place their coloured squares in the area of the triangle that best mirrors their feelings about the activity as it progresses. The teacher can then identify children who may need assistance. Small groups can use the triangles to signal a consensus reaction. For the reaction of the whole class, the triangle may be drawn on the chalkboard.

Where I Am

The classroom is divided into three zones – positive, neutral, and negative.

| Positive	Neutral	Negative

To obtain a spot-check on the children's feelings about an activity, the teacher asks them to walk into the zone that best represents their feelings at the time. This method is particularly appropriate for immediate discussion while children are still in the zones they have chosen.

Adjective, Noun, or Phrase Scales

Adjective, noun, or phrase scales are helpful in gathering (anonymous) reactions to daily activities. This kind of word scale is useful when it is printed on sheets of paper:

very good   good   average   poor   very poor
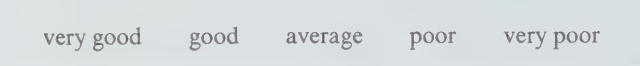
Children circle the appropriate word.

Additional Techniques

Children suggest other word, number, or letter scales that might be used to evaluate particular activities.
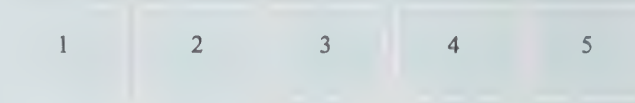
Card Sort

This technique is appropriate for use with older children.

Each child receives a set of small cards with descriptive words and phrases on them. The teacher has a set of number cards to indicate ranking. The following descriptive words and phrases might be inscribed on the children's cards:[8]

– too easy	– fun	– upsetting
– quiet	– interesting	– thought-provoking
– uninteresting	– unfair	
– Who cares?	– too difficult	– irritating
– enjoyable	– not for me	– helpful
– relaxing		

Teachers may vary the types of comments to suit particular circumstances or activities.

The teacher lays out the numbered cards on a table or on the floor from left to right.

1	2	3	4	5

The children then sort their cards according to how they feel about an activity. The words that express their feelings most accurately would go under the number 1, the least appropriate under the number 5, with the others ranged in between. Those that do not apply would be set aside.

The sorted cards might look like this:

1	2	3	4	5
quiet	thought-provoking			irritating
interesting	relaxing			not for me
fun	fair			uninteresting
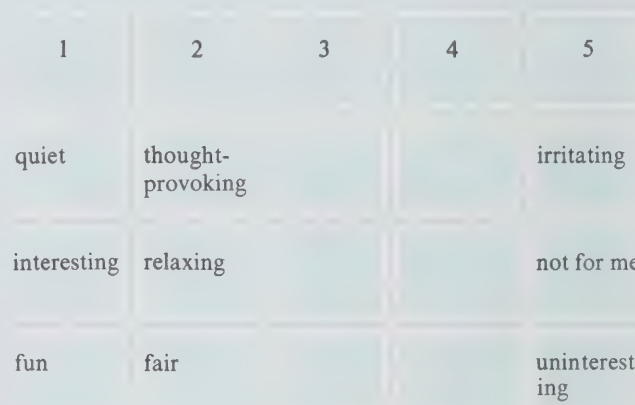
This method can be used either for straightforward evaluation or for discussion. The words can be sorted by children individually, by groups, or by the whole class.

Evaluative techniques like these can be used whenever the teacher feels a need for information about the effectiveness of an activity. The data collected may also raise questions like the following: Should an activity be changed the next time it is presented? Should it be changed with a particular child? Are its objectives valid for this group of children?

8. Adapted from Jack Block, *Q-Sort Method in Personality Assessment and Psychiatric Research* (Springfield, Ill.: Charles C. Thomas, 1961).

Interacting With Children

Anyone working with children develops a characteristic approach. Methods may vary somewhat for the classroom teacher, the parent, the school administrator, the school psychologist, and the school counsellor, but all these functions require an adult and a child to communicate with each other. This section describes a way of approaching this basic relationship which may be useful to adults in a wide variety of roles.

The Child's Viewpoint

It is imperative for the adult dealing with children to want to see with the child's eyes, to hear with the child's ears, and to feel with the child's heart.[9] The adult who tries to do this will be better equipped to help the child grow towards maturity than one who does not. The experience of sharing with adults is crucial to the child's development towards adulthood.

It is the adult's responsibility to make a strong effort to bridge "the interpersonal gap" that may interfere with communication between adult and child. Acceptance of this responsibility is a prerequisite for effective counselling.

The child's vision
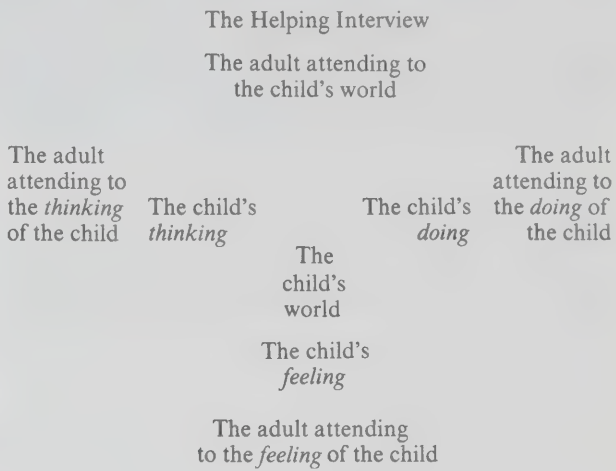
The interpersonal gap

The adult's vision
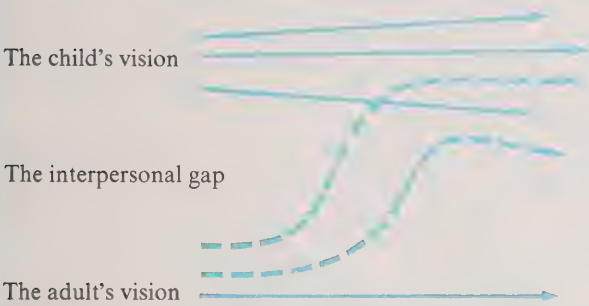
The Helping Interview

In the light of the need to bridge "the interpersonal gap", adults must consider the following questions in any encounter they have with children:

– What is the child thinking about?
– What is the child feeling?
– What is the child doing?

Attending to what the child is *thinking*, *feeling*, and *doing* is necessary for effective interviewing. It is the most important contribution the adult makes to the interview, because it helps the child feel understood and, as a result, makes possible the beginnings of communication. Attending should be part of every aspect of the interview – the thinking, the feeling, and the doing aspects.

The Helping Interview

The adult attending to
the child's world

The adult attending to the *thinking* of the child	The child's *thinking*	The child's world	The child's *doing*	The adult attending to the *doing* of the child

The child's *feeling*

The adult attending
to the *feeling* of the child

The following skills are employed in "attending":

Eye contact. Visual attentiveness is a sign of the interviewer's interest and/or concern. Although the child may not necessarily look at the interviewer (and the interviewer should avoid staring fixedly at the child), an adult who takes care to look at a child does convey an important message. *Naturalness* and *ease* are essential here.

Posture. A relaxed, natural posture is essential. The child who sees signs of tension will also feel tension. The teacher's or counsellor's manner should suggest that he or she has time to attend to the child. A relaxed posture communicates this intent.

Setting. The setting should not be one in which conversation is likely to be difficult. Being alone in an office or classroom with the child is less important than choosing a place and time where unnecessary distraction can be avoided.

9. H. L. Ansbacher and R. Ansbacher, *The Individual Psychology of Alfred Adler* (New York: Basic Books, 1956).

First verbal contact. Initially, in an interview, the child may be braced for questions that require "right" answers. The teacher or counsellor can reverse these expectations by making statements rather than asking questions – "John, you seem sad today"; "Let's talk for a while, Susan."

In addition, the adult can improve upon simple attentiveness by some or all of the following means:

The paraphrase. The interviewer listens for the child's main message and attempts to restate the idea, usually in fewer words. The adult tries to show that his or her interest is in what the *child* is thinking, not in delivering a lecture. "If I hear you correctly, Johnny, what you are saying is ..."

The perception check. The adult's interpretation of what the child is saying is constantly verified with the child. "Susan, you say you like your friend, but at times she really makes you angry. Have I got it?"

The summarizing statement. A teacher's or counsellor's summary may reassure the child. "Johnny, let's see if I can restate what has been happening to you. It seems to me that... " The restatement of the child's apparent message should be brief. Once again, the primary intent is to let the child know that he or she has been heard.

Many adults see the importance of establishing rapport with a child and wish to do so. Yet often, even when the child's need to communicate is apparent, the teacher or counsellor may not know how to encourage confidences. The methods just described can make it easier for adults to help children.

Circle Meetings

Purposes

Circle meetings are an important supplement to the activities and counselling techniques that teachers and counsellors use to encourage development of positive self-concepts.[10] Circle meetings:

– strengthen involvement, respect, and caring among all class members;

– increase a child's understanding of the viewpoints and feelings of others;

– develop the skills of active listening, independent thinking, verbal expression, and responsible decision-making.

Circle meetings differ from other kinds of discussion group in four major ways.

First, the circle formation permits everyone to see everyone else. This in itself sets the circle meeting apart from any other activity, as each child is aware of the presence of *all* of his or her classmates throughout the meeting.

Second, the teacher makes no comments about whether a student is "right" or "wrong". The teacher accepts the children's remarks with such non-committal answers as: "Thank you, Bobby," "What do you think, Sue?", "Jack thinks... ".

Third, the teacher avoids giving information or personal opinion. This does not imply that the teacher abdicates his or her job during a circle meeting. On the contrary, it is through both active questioning to elicit contributions from children and scrupulous refusal to judge what is said that the teacher helps more and more children to participate in the activity. It can be difficult for a teacher to refrain from supplying ideas or from moralizing. In the short run, the teacher's refusal to play his or her usual role may mean that a class misses some avenues of thought; in the long run, however, the meetings help children become more perceptive about themselves and others. Children also gain greater respect for themselves and their peers.

10. W. Glasser, *Schools Without Failure* (New York: Harper and Row, 1969).

Fourth, the circle meeting's chief objective is to build and strengthen each child's positive self-concept. Effective discussion of a particular "theme" or "topic" is secondary.

Procedure
The whole class forms a circle before beginning to share thoughts and ideas. Everyone's opinion is important. There are three rules to note. First, each person's idea is accepted as being right for him or her at that point in time. Children may express disagreement with something that is said, but may not tell someone that he or she is "wrong". Second, all members of the group must look at the speaker to indicate that they are listening to him or her. Third, the teacher is not to voice opinions. There are other times when teachers may express their views. This meeting is for the children to share their own opinions with each other.

The teacher and children choose the topics for discussion together. In the beginning, it may be better for broad, positive topics to be used. Experience with this activity suggests that, perhaps initially, and from time to time thereafter, teachers can profitably use prepared lesson ideas. As a class becomes increasingly aware of feelings and relationships, and the members learn how to be supportive of each other, the teacher may wish to use some meetings for solving specific problems.

The questions teachers choose to ask and the ways in which they use those questions to steer the discussion are the keys to the success of a meeting. By active listening the teacher can tell what the concerns of the class are. By unobtrusively encouraging the children to follow up these concerns in their discussion, the teacher encourages involvement and productive thinking.

Suggested topics include: rules, friendship, happiness, hobbies, books, success, freedom, encouragement, helpfulness, responsibility, school, put-downs, a horrible day, nice things that happened today.

Three Approaches to Counselling

The Elementary School Teacher

Although a typical Kindergarten to Grade 6 school may not have the services of an elementary school counsellor, when teachers perform a caring and helping role in relationships with individual children, they perform a counsellor's function. Some knowledge of counselling methods will help teachers acting in this capacity.

The three counselling approaches outlined in this section may assist anyone undertaking the counsellor's role. They can be used both to develop and reinforce good behaviour and attitudes, and to help children who exhibit behavioural problems. The three approaches discussed here – the Adlerian, the Glasserian, and the Rogerian – are among those most widely used by counsellors. The list of resources at the end of this document contains suggestions for further reading to enable those working with children to deepen their understanding of the approaches described.

The Elementary School Counsellor

The elementary school counsellor is a teacher with special knowledge of educational psychology and counselling psychology, career development methods, child and adolescent growth and development patterns, mental health care, and group counselling procedures. It is also important for counsellors to have developed a broad personal knowledge of the community served by the school.

The school counsellor for the most part uses consultation with the children, teachers, and parents as a means of helping his or her "clients". Counsellors may interview pupils singly or may work with small groups or whole classes. Whatever their methods, counsellors perform an important service in helping individual children to understand themselves more fully, to develop career awareness, and to choose constructive modes of behaviour.

The classroom teacher's co-operation, both implicit and overt, is essential if the school counsellor is to develop an effective comprehensive guidance program for children.

An Adlerian Approach

To Alfred Adler, the well-adjusted child is a self-determining person, with the capacity to create an individual style of life. Children develop this desirable autonomy through their observations, perceptions, and conclusions about life and their place in it. A basic need is to belong and to experience a sense of significance. The child whose self-worth is confirmed in the home, at school, and in the rest of his or her world will have a sense of well-being and will behave in a socially acceptable way. The school plays a major part in the development of a feeling of self-worth.

The emphasis in Adlerian psychology is on understanding behaviour (including misbehaviour). All behaviour, the theory holds, is purposeful or goal-directed. The child's actions are related to the search for a sense of significance and a sense of belonging. Since relationships with others profoundly affect the individual's self-image, a child's behaviour is best understood if viewed in the context of its social setting.

The teacher/counsellor, therefore, looks at the child's relationships with others to determine how they satisfy and/or fail to satisfy the child's need for a sense of significance and of belonging. The ways in which the child's behaviour may act as a barrier to positive interaction with others may then be identified. This knowledge allows the teacher to confront children with their own behaviour, understand why they act in certain ways, and take responsibility for how they behave. The aim of the teacher/counsellor is to help the child learn to cope with problems (often not of the child's own making) in a constructive rather than a destructive fashion.

The discouraged child may think that misbehaviour will help him or her get attention or establish power. The desire for revenge on a society that is perceived as hostile or a self-image so negative the child feels he or she can only attract notice by displaying inadequacy are other possible motives. Regardless of the motive, the child believes that this is the most *effective* way to behave. The task of the teacher/counsellor is to help the child see that more positive and more acceptable forms of behaviour may be more truly effective, and to encourage the child to strive towards them.

In the case of a discouraged child, the Adlerian approach suggests that the teacher/counsellor perform the following steps:

– Write a description of the child's behaviour.

– From this, guess the purpose of the child's behaviour.

– Identify the child's needs and how they are being met by asking: How, where, and when does the child achieve significance? Where and with whom does he or she have a sense of belonging? Is the child dependent, independent, or interdependent?

– If a counsellor, analyse the teacher's response to the child's misbehaviour. If a teacher, try to assess (or get help in assessing) your own response to the child's misbehaviour.

– Analyse the way in which the child responds to the teacher's, the principal's, or the counsellor's response to his or her misbehaviour.

This approach can provide information that will be of use both in an interview and in the teacher's day-to-day classroom interaction with the child.

A Glasserian Approach

To William Glasser, children have two constant psychological needs: the need to love and to be loved; and the need for a feeling of self-worth – the feeling of being worth while to themselves and to others.

For these needs to be met, the child must have satisfactory relationships with people who can be seen to care about the child and think that he or she is worth while. It is through involvement with such people that the child experiences the closeness and warmth that is essential to psychological growth.
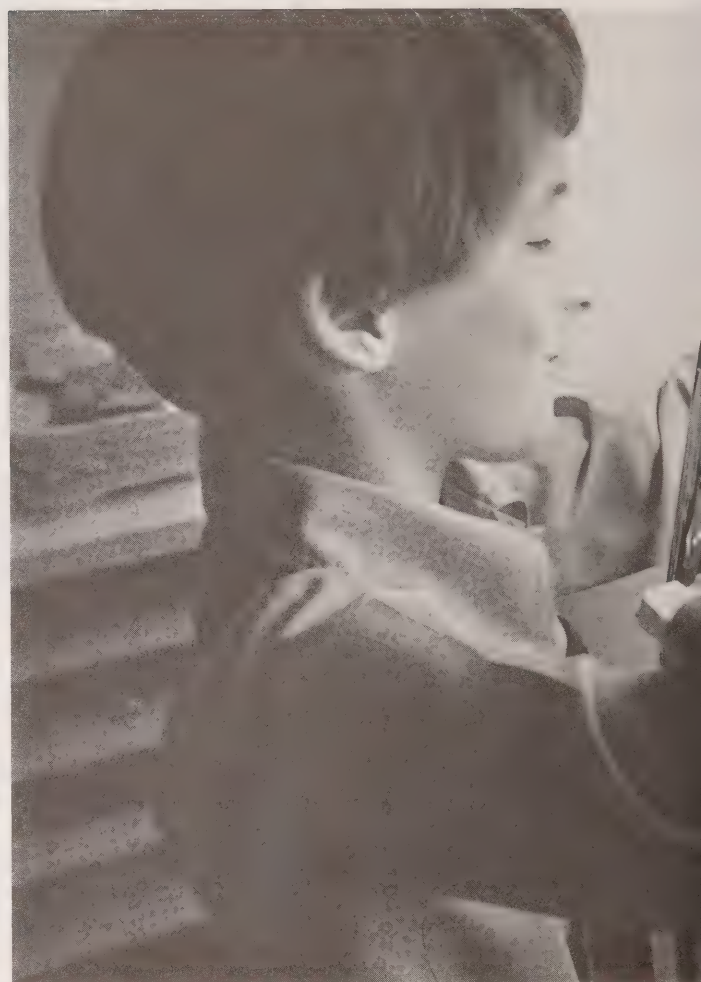
The child whose major needs are not being met experiences isolation, alienation, and, at times, acute loneliness that usually show up in unrealistic behaviour. To Glasser, the most common pain is the failure to get involved, which we experience as loneliness.[11]

The teacher should try, therefore, to create a classroom atmosphere that will provide chances to succeed, chances for involvement, and chances for children to do some of the things that are worth while to them.

A supportive relationship can be established by any teacher or counsellor who is able to relate to the child in a loving and caring way. Glasser suggests that the teacher/counsellor take the following steps in order to get in touch with the child:

– Get to know the child as more than just part of the class – as an individual. These signs of interest are important because what the child needs is another human being who cares.

11. William Glasser, *The Identity Society* (New York: Harper and Row, 1972).

– Concentrate on what the child is doing and not how he or she feels. Glasser believes in a "show" and not a "tell" approach. It is almost impossible for a child to change his or her feelings without changing his or her behaviour.

– Ask the child to evaluate his or her behaviour – "Is this the best choice?" Behaviour, to Glasser, will not change unless the child has some interaction with a significant other (teacher, parent, or counsellor), understands what is going on, and can make a value judgement about his or her behaviour.

– Help the child draw up a plan for responsible behaviour that he or she can follow. What options and alternatives are available to the child? In Glasser's view, little steps are preferable to big ones.

– Ask the child for a commitment, either verbal or written. Very often the only commitment the failing or lonely child has made is to loneliness or non-involvement.

– Don't accept excuses. Once the teacher has collaborated with the child on a plan and has helped the child to make a commitment, accepting excuses undermines both the plan and the commitment. Accepting excuses, as we often do, indicates to the child that we don't care.

– Don't use punishment (except by natural consequences). Punishment makes the failure-oriented child feel more worthless, more non-involved, and inferior.

– Never give up trying to reach the child. Instead, increase involvement. With patience, understanding, and genuine caring, the teacher/counsellor will eventually establish a constructive relationship with the child.

A Rogerian Approach

To Carl Rogers, the child's emotional and social environment has a crucial effect upon his or her development. If the right conditions exist, the child will grow positively; if they do not, the child is likely to have difficulties.

Children's beliefs about themselves and the perceptions they have of themselves shape their behaviour. Children who seem relatively happy and "free" and who have few behaviour problems have learned to value and trust themselves as individuals.

On the other hand, children who do not seem happy and/or who appear to be locked into negative forms of behaviour (whether they are actively destructive or merely passive and apathetic) are thought by Rogers to have a poor self-image (or weak sense of self) and therefore to be responding to external rather than internal forces. Children who have never learned to trust the guidance offered by intuition and instinct and whose behaviour is largely controlled by external criteria often become anxious; this, in turn, contributes to limit further the capacity for spontaneity, independent action, and original thought.

How then can teachers and counsellors help the child break out of this vicious circle and become productive, confident of self, and free? Rogers' "if-then hypothesis" establishes some ground rules.

If teachers can create an atmosphere in their classrooms and counselling/guidance offices in which they can interact with children directly and honestly; and *if* they clearly accept and value the child as a separate and unique individual; and *if* they show an interest in the child's perception of his or her world; *then* the child:

– can learn to experience and understand aspects of his or her personality that were previously given little attention;

– can, over time, learn to trust his or her own instincts and, as a result, begin to function more effectively;

– can become more self-directing and confident;

– can discover and learn to develop his or her potential;

– can become more understanding and accepting of others;

– can become better equipped to cope effectively, comfortably, and adequately with the problems of life.

Teachers can create the relaxed, accepting, and encouraging atmosphere the child needs by using (for example) the techniques of active listening described in "The Helping Interview" (page 19). They can take care to show that they are attending, both visually (with eye contact) and in their speech (by paraphrasing and by using the perception check and summarizing statement). In addition, they may acquire valuable information about how to help the child by noting how he or she evaluates the different classroom activities.

Sincere attempts by teachers and counsellors to provide optimum conditions for growth can give a child a better chance to develop into a creative, adaptive, autonomous individual.

Resources

Classroom Activities

Books

Amatea, Ellen. *The Yellow Brick Road*. Tallahassee, Fla.: Florida State University, 1975.

A source book of career-guidance strategies for the elementary counsellor or teacher.

Canfield, Jack, and Wells, Harold. *100 Ways of Enhancing Self-Concept*. Englewood Cliffs, N. J.: Prentice-Hall, 1976.

One hundred examples of how to build a positive, success-oriented classroom.

Cedoline, Anthony J. *The Effects of Affect*. San Rafael, Calif.: Academic Therapy Publications, 1977.

A valuable guide to activities that can help children develop better relationships, increase self-esteem, and improve decision-making ability.

Developing the Self-Concept. Oxnard, Calif.: Ocean View School District, 1972.

A booklet of suggestions for helping children develop healthy self-concepts. Topics dealt with include: awareness, self-reliance, acceptance of self, well-being, being competent, being accepted, and the teacher's evaluation of the process.

Dinkmeyer, D. C., and Caldwell, C. E. *Developmental Counselling and Guidance: A Comprehensive School Approach*. New York: McGraw-Hill, 1970.

A good source of information about pictorial techniques for Kindergarten and the Primary grades, sociometric techniques for grouping and measuring social growth, and role-playing activities.

Dreikurs, R. *Maintaining Sanity in the Classroom: Teaching Techniques*. New York: Harper and Row, 1971.

An illustrated book of teaching techniques. It is designed to encourage teachers to apply the Adlerian principles of mutual respect, goal-directedness of behaviour, encouragement, and co-operation in developing a classroom atmosphere that is conducive to learning and enjoyment on the part of both students and teachers.

Dreikurs, R., and Cassel, P. *Discipline Without Tears*. Rev. ed. New York: Hawthorne Books, 1972.

A detailed book outlining effective Adlerian approaches for dealing with some typical classroom behaviour problems through encouragement of democratic class discussion.

Harmin, Merrill. *Got to Be Me!* Niles, Ill.: Argus Communications, 1977.

A personal-identity program designed to help young children become more aware of themselves and more considerate of the feelings of others.

Peters, H. J.; Shelley, M.; and McCormick, R. *Teacher's Guide: Random House Program for Elementary Guidance.* New York: Random House, 1975.

A manual to accompany a series of Primary Division story books. It suggests outlines for dealing with fifteen character traits (such as: trust, responsibility, initiative, curiosity, courage, and so on).

Purkey, William R. *Self-Concept and School Achievement.* Englewood Cliffs, N.J.: Prentice-Hall, 1970.

A discussion of theories about the self, the self and academic performance, the growth of self, and the teacher's role in promoting the positive self-concept.

Standford, B. D., and Standford, G. *Learning Discussion Skills Through Games.* New York: Citation Press, 1969.

A guide to the wide variety of games that can be used to help children develop discussion skills.

Audio-Visual Materials

Films
Another Kind of Music. Fruits and Roots, 1978. 16 mm, colour, 24 min. Distributed by International Tele-Film Enterprises, 47 Densley Street, Toronto M6M 5A8. $345.00.

A film about the interaction among peers and cultures.

Home Free. Fruits and Roots, 1977. 16 mm, colour, 20 min. Distributed by International Tele-Film Enterprises, 47 Densley Street, Toronto M6M 5A8. $295.00.

Concerns interaction – among peers and among cultures (e.g., Canadian and Chinese).

I'll Find a Way. Children of Canada. National Film Board, 1 Lombard St., Toronto M5C 1L9, 1977. 16 mm, colour, 22 min, 20 s. Free rental.

A film about the interaction of a handicapped girl with her family, her peers, and the elderly.

Nikkolina. Fruits and Roots, 1979. 16 mm, colour, 28 min. Distributed by International Tele-Film Enterprises, 47 Densley Street, Toronto M6M 5A8. $425.00.

The story of a twelve-year-old girl of Greek origin who struggles to find her identity.

Videotape
Inside/Out. Thirty programs. National Instructional Television Center. Available from OECA, BPN 007602 – 007606 and BPN 008958 – 008982. Colour, 15 min each.

A series of programs designed to help eight- to ten-year-olds achieve and maintain well-being.

Multi-Media Kits and Picture Sets
Awareness; Responding; Involvement. Focus on Self-Development. Anderson, J., et al. Science Research Associates, 1970, 1971, 1972. Available in Ontario from P. O. Box 707, Postal Station "A", Willowdale, Ontario M2N 5T5. Order nos. and prices: *Awareness,* 5-3580, $210.00; *Responding,* 5-3660, $249.50; *Involvement,* 5-3760, $249.50.

A multi-media kit focusing on the development of a child's understanding of self, others, and the environment. *Awareness* is for Kindergarten to Grade 2; *Responding* is for Grades 2 to 4; *Involvement* is for Grades 4 to 6.

Career Survival Skills. Loughary, John W.; Ripley, Teresa; and Moore, Allen B. Bell and Howell, 1974. Order no. 4745-3. Available in Ontario from Charles E. Merrill Publishing, Unit 19, 150 Milner Avenue, Agincourt, Ontario M1S 3R3. $115.20.

A kit that includes exercises to help students develop a broad set of career-development concepts.

Developing Understanding of Self and Others (DUSO: D-1 and D-2). Two kits. American Guidance Services Inc., 1970. *DUSO: D-1,* 1970; *D-2,* 1973. Available in Ontario through Psycan Limited, 255 Consumers Road, Willowdale, Ontario M2J 1R3. Each $205.00.

A multi-media kit containing stories, songs, puppetry activities, and discussion procedures. *DUSO D-1* is appropriate for the Primary Division; *DUSO D-2* for the Primary Division and Grade 4.

Growing Up. O'Keefe, B. J. (ed.), 1972. Separate kits: Grades 4-5, 6-7, 8-9, 10-11. Available from Novalis, 375 Rideau Street, Ottawa, Ontario K1N 5Y7. Order nos. and prices as follows: Grades 4-5, 320000, $30.00; 6-7, 212000, $40.00; 8-9, 212010, $40.00; 10-11, 212020, $40.00.

Resource kits describing activities teachers can use to enhance the growth and development of children.

The Holiday Adventures of the Lollipop Dragon (1971); *The World of Work Adventures of the Lollipop Dragon* (1974). The Lollipop Dragon. Lollipop Dragon Productions Inc., 1970. Order nos.: *Holiday Adventures,* 106 SB R/TC; *World of Work Adventures,* 106 SC R/TC. Available in Ontario from Educational Film Distributors, 285 Lesmill Road, Don Mills, Ontario M3B 2V1. Each $87.00.

Two kits from the Lollipop Dragon series containing filmstrips, records or cassettes, and exercises. The main character is a large, friendly dragon who shows children how to relate more effectively to others and how to understand the world around them. For Kindergarten and the early years of the Primary Division.

Involvement. Focus on Self-Development series. See *Awareness.*

Learning About Human Relationships (1974); *Learning About Values* (1973); *Moods and Emotions* (1970). Teaching Picture Sets. David C. Cook. Available in Ontario through Scholar's Choice, 50 Ballantyne Avenue, Stratford, Ontario N5A 6T9. Order nos. and prices: *Human Relationships,* 220491, $8.75; *Values,* 202184, $7.65; *Moods and Emotions,* 166157, $7.65.

a) *Learning About Human Relationships* (Kindergarten to Grade 6). Dramatic photographs of incidents involving children in human situations in school, at home, and at play. Children respond to them instantly. The photographs promote understanding of people's rights, needs, behaviour, and differences, encourage thought and discussion, and stimulate role-playing about how to understand and get along with people, how to avoid misunderstandings, and how to clear them up when they happen. The pictures, about both positive and negative situations, include the following titles: Good and Bad Behaviour, Peer Leaders and Followers, Communication, "Running Scared", Defiance, Acceptance, Helpfulness and Compassion, Self-Reliance, Fair Play, Making Friends, Teamwork and Co-operation, I Double-Dare You!, The "Gang" (and so on). The set contains sixteen photographs, both black-and-white and full-colour (12 1/4" x 17"), and a forty-page teacher's manual with discussion suggestions for each topic, stories, and activities to help reinforce learning.

b) *Learning About Values* (Kindergarten to Grade 6). Pictures of paintings chosen to illustrate carefully selected children's stories. As children consider and discuss the pictures, they acquire and learn to apply life's important values. The set contains sixteen full-colour pictures (12 1/4" x 17") and a thirty-two-page teacher's manual with discussion suggestions for topics like: honesty, courage, love, humour, responsibility, leadership, goals, teamwork, equality, loyalty, freedom, tolerance, humility, wonder, and harmony.

c) *Moods and Emotions* (Kindergarten to Grade 3). Dramatic photographs designed to help children deal with their own emotions, build positive self-images, and understand others. The set contains sixteen photographs (12 1/4" x 17") and a forty-page teacher's manual with suggestions for discussions about: love, tenderness, friendship, joy, fun, anger, fear, sorrow, despair, loneliness, curiosity, fascination, thoughtfulness, satisfaction, frustration, and protectiveness.

Moral Decision-Making; Your Emotions. Moreland-Latchford Productions, 1973. Available in Ontario from Wintergreen Communications, 8481 Keele Street, Concord, Ontario L4K 1B6. Order nos. and prices: *Moral Decision-Making,* 3, $75.00; *Your Emotions,* 34, $65.00.

Two kits containing filmstrips and cassettes that deal with several emotions and with situations in which the child can test and gain a better understanding of his or her personal value. For the Junior Division.

Most Important Person. Fifty films in ten series. Encyclopaedia Britannica, various dates and order nos. Available in Ontario from the Visual Education Centre, 75 Horner Avenue, Toronto, Ontario M8Z 4X5. Various prices.

A multi-media program for Kindergarten to Grade 4. The program is designed to enhance each child's self-concept while developing his or her understanding of physical well-being, nutrition, feelings, and creative potential.

Responding. Focus on Self-Development series. See *Awareness.*

Toward Affective Development (Grades 3 to 6). Dupont, Henry; Gardner, Ovitta Sue; and Brody, David S. American Guidance Services Inc., 1974. Order no. 7601. Available in Ontario through Psycan Limited, 255 Consumers Road, Willowdale, Ontario M2J 1R3. $180.00.

An activity-centred program designed to stimulate psychological and affective development in children. For the Junior Division.

The World of Work Adventures of the Lollipop Dragon. See *The Holiday Adventures of the Lollipop Dragon.*

Your Emotions. See *Moral Decision-Making.*

Interviewing

Benjamin, Alfred. *The Helping Interview.* Boston: Houghton Mifflin, 1969.

A personal view of the importance and complexity of effective interviewing. The distinction between the roles of the counsellor and the client and the responsibility each has within an interview are clearly outlined.

Brammer, Lawrence M. *The Helping Relationship.* Englewood Cliffs, N. J.: Prentice-Hall, 1973.

A discussion of what is meant by helping, what the characteristics of effective helpers are, and what the helping process is. Specific techniques to help satisfy the requirements of listening, summarizing, interpreting, etc., are suggested. Exercises for improving such skills as attending and paraphrasing are included.

Ligon, Mary G., and McDaniel, Sarah W. *The Teacher's Role in Counselling.* Englewood Cliffs, N.J.: Prentice-Hall, 1970.

A discussion of the teacher's responsibility to understand the child's perception of the educational experience. The needs of adolescents, the teacher's role, the student's problems with school work, decisions about education and careers, and the ways in which parents and the teacher can co-operate with the school counsellor are discussed. The need for collaboration between teacher and counsellor is emphasized.

Rich, John. *Interviewing Children and Adolescents*. Toronto: Macmillan Company of Canada, 1968.

A guide to interviewing for anyone who has to deal with children and/or adolescents. Children have their own ways of thinking, feeling, and behaving, which change in the presence of adults. Principles and techniques of interviewing that take this into consideration are suggested. Suggestions are also included to deepen the adult's understanding of the complex task of interviewing children effectively.

Counselling

Adlerian

Adler, Alfred. *The Problem Child*. New York: Capricorn Books, 1963.

An analysis of the life style of a difficult child using material from specific cases. Dr. Adler deals with some of the most characteristic problems faced by both the difficult child and by all children in the process of growing up. A number of topics are covered, such as the alleged crises of puberty, the lonely child, the rejected child, the trouble-maker, the oldest child, and the youngest child – to name but a few. There are many suggestions for teachers and counsellors working with children.

Adler, Alfred. *The Science of Living*. Garden City, N.Y.: Doubleday, Anchor Books, 1969.

An introduction to Adlerian psychology. The central concept of "life style" is discussed by Adler as a unique device through which we all create our own destinies. Notions such as the inferiority feelings that inhibit us along the way are also discussed. The book is straightforward, brief, and clearly written.

Adler, Alfred. *Superiority and Social Interest*. New York: Viking Press, 1973.

A discussion of the impact of Adler's philosophy and of the increasing use of the Adlerian approach. The key constructs of the theory are presented along with case studies showing its application. There are also a biographical essay about Adler and a bibliography of his works.

Becker, Wesley C. *Parents Are Teachers*. Champaign, Ill.: Research Press, 1971.

A discussion of how to use the science of behaviour to help children in systematic and positive ways.

Dreikurs, R. *Children: The Challenge*. New York: Hawthorne Books, 1964.

An excellent guide to relating to children. The book's main contribution is in offering numerous suggestions on how to apply child-rearing principles to problems encountered in daily transactions with children.

James, Muriel, and Jongeward, Dorothy. *Born to Win*. Reading, Mass.: Addison-Wesley, 1971.

An outline of the rudiments of transactional analysis. Offers a thorough explanation of how to interpret the growth and development of the child in terms of the theory. There are also numerous practical suggestions for counsellors and teachers who are working with children. Suggestions for applying the theory – including information on materials and exercises – conclude each chapter.

Young, Leontine. *Life Among the Giants*. New York: McGraw-Hill, 1971.

A description of what it is like to be a child in an adult's world. Teachers and counsellors can improve their understanding both of the underlying motives for various types of behaviour and of the phenomenology of a child's world.

Glasserian

Glasser, William. *The Identity Society*. New York: Harper and Row, 1972.

An enquiry into the reasons for an individual's search for identity in the 1970s. Reality therapy is recommended as a means of coping with problems of personal identity. Suggestions are given for the implementation of reality therapy within the family, within the school, and within society generally. Dr. Glasser also provides insights into problems related both to school failure and to sexual behaviour, and discusses the role of community involvement centres.

Glasser, William. *Schools Without Failure*. New York: Harper and Row, 1969.

An application and discussion of the use of reality therapy with children in a classroom setting. Practical suggestions for classroom discussion groups are presented along with the author's ideas about ways in which a sense of responsibility may be instilled in children.

Rogerian

Evans, Richard I. *Carl Rogers: The Man and His Ideas*. New York: E. P. Dutton, 1975.

A summary of the major tenets of Rogerian theory, briefly presented as they arose in a conversation with Carl Rogers. Also included are two articles by Carl Rogers with a retrospective view and an emerging view of the counselling profession. There is a chronological bibliography of Dr. Rogers' work to 1974.

Rogers, Carl R. *Client-Centered Therapy*. Boston: Houghton Mifflin, 1965.

An outline of the major themes and principles of client-centred therapy. Rogers deals with the historical precedents leading to a statement of the practices of therapy as they apply to play-therapy groups, group-centred teaching, and group-centred leadership. Central to the discussion is the notion of the development of a therapeutic practice. A theory of personality and behaviour concludes the book.

Rogers, Carl R. *On Becoming a Person*. Boston: Houghton Mifflin, 1961.

A statement of the therapist's view of counselling and psychotherapy. The pattern of the changes which the client experiences during therapy, Rogers' own philosophy of interpersonal relationships, the place of research in psychotherapy, and the extra-clinical implications of psychotherapy – its relevance to daily life – are all discussed. A holistic approach is taken to the development of personality.

Rogers, Carl R., and Stevens, Barry. *Person to Person: The Problem of Being Human*. Lafayette, Calif.: Real People Press, 1967.

A collection in which Carl Rogers and his colleagues discuss questions of principle that arise when dealing with such issues as: values, learning, the interpersonal relationship, and communication. It is an excellent aid to developing the techniques involved in attending to a student's internal frame of reference.

Simon, Sidney. *I Am Loveable and Capable*. Niles, Ill.: Argus Communications, 1974.

A pamphlet that stresses that it takes very little effort to make someone feel lovable and capable. (A filmstrip of the "I Am Loveable and Capable" story is also available.)